

# READY, SET...TEACH!

## DELEGATE, OUTSOURCE, DIY?

*A Discernment Framework for Teaching with GenAI*

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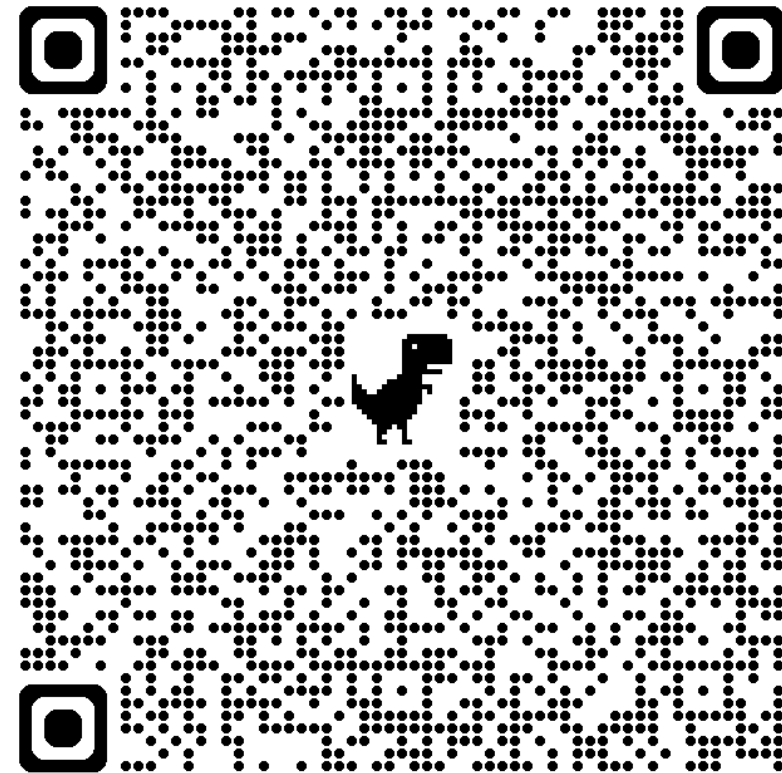
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# ACCESS CHECK

We encourage you to check, identify, and question your learning environment for any of the following and welcome comments if there are elements that we can support to reduce barriers.

- Technology
- Space
- Slide Deck for all Sessions + Resources via QR code
- Pace



## THE WRONG QUESTION: “CAN I USE AI?”

- Students make case-by-case judgements when it comes to AI, without explicit guidance (Corbin, et. al, 2025)
- Navigating AI isn't about avoiding tools, but developing the capacity to work productively with opaque, semi-automated outputs (Bearman & Aijawi, 2023)

Does AI use at this specific step bypass the actual cognitive struggle the task was designed to develop?

# MECHANICS OF COGNITIVE OFFLOADING

- **Cognitive Offloading**

Bypassing core mental operations reduces retention and transfer (Grinschgl et al., 2021; Gerlich, 2025)

- **Metacognitive illusion**

Students offload when a task *feels* difficult, precisely when cognitive struggle is most valuable (Dunn & Risko, 2015)

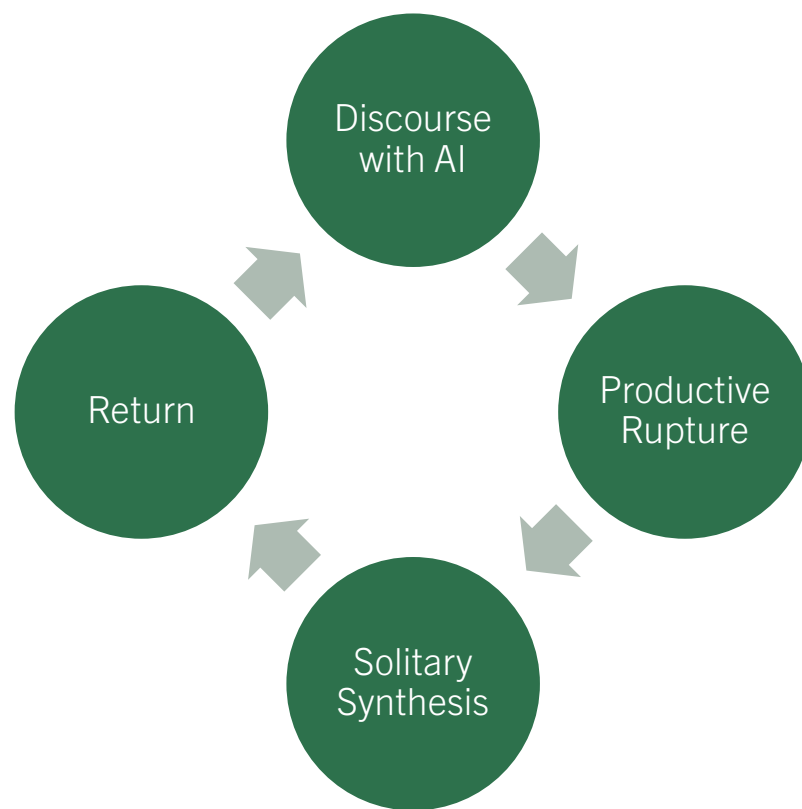
- **Desirable Difficulty**

Deep learning requires productive friction (Bjork & Bjork, 2011)

# DISCERNMENT FRAMEWORK

| Posture     | Epistemic Target          | Cognitive Ownership      | Primary Risk                      |
|-------------|---------------------------|--------------------------|-----------------------------------|
| Delegation  | Lower-level labour        | Human retains control    | Quietly slipping into outsourcing |
| Outsourcing | Core thinking & synthesis | Handed to the machine    | Loss of learning and agency       |
| DIY         | Unmediated synthesis      | Primarily human struggle | Time friction                     |

# JOUSTING CYCLE



# APPLYING THE FRAMEWORK

Assignment: Create a 5 minute video-essay on a policy of your choosing with higher education.

| Sub-task                         | Posture Assigned | Pedagogical Rationale                                            |
|----------------------------------|------------------|------------------------------------------------------------------|
| Topic Brainstorming              | Delegation       | Expands search horizon, but students need to evaluate the output |
| Primary source analysis & thesis | DIY              | Core cognitive friction. This needs to be unmediated             |
| Audio script pacing draft        | Delegation       | Technical layout assistance; student edits voice                 |
| Final narrative editing          | DIY              | Ensures authentic human style and emotional resonance            |

## **ACTIVITY – ASSIGNMENT AUDIT (15 MIN)**

1. **Individual Work (6 Mins):** Take an assignment you teach. Deconstruct it into 3–5 sub-tasks. Label each sub-task as Delegate, Outsource (Prohibited), or DIY.
2. **Pair-Share (6 Mins):** Swap audits with a colleague. Play devil's advocate: Did your partner label a task as 'Delegation' that actually steals a desirable difficulty?
3. **Group Share (3 Mins):** Share contrasting disciplinary examples.

# APPLYING THIS TO OUR SYLLABUS

## Standard Syllabus Statement

Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the student alone.

## Adjusted Statement

Course Purpose: Developing original argument structure.

- Permitted Delegation: Using GenAI to suggest alternative organizational headings for ideas you generated.
- Prohibited Outsourcing: Using GenAI to generate your thesis statement or logical narrative arc.
- Why (DIY): Outlining IS argument construction. Offloading it bypasses the core thinking of this course.

## EXAMPLE 1: SPECIFIC USE (ESSAY)

**Core Purpose:** Synthesizing literature & constructing original arguments.

- **Delegation:** Generating formatting templates; checking citation syntax.
- **Prohibited Outsourcing:** Generating thesis, evidence selection, or logic.
- **Required DIY:** Developing the central argument (Solitary Synthesis).

## EXAMPLE 2: CRITIQUE (CASE STUDIES)

**Core Purpose:** Developing analytical voice and self-correction skills.

- **Required DIY (Draft 1):** First draft must be 100% unmediated human work.
- **Delegation (Revision):** Using AI to spot passive voice or edit layout.
- **Prohibited Outsourcing:** Prompting AI to "rewrite case study to sound academic."

## EXAMPLE 3: PROHIBITING AI

- **Core Purpose:** Building internal domain fluency and long-term memory.
- **Required DIY:** All assignment steps are strict DIY. AI bypasses the desirable difficulty needed for neural retention.
- **Permitted Study Aid:** Using AI **before** the assessment, with the role of a tutor/quizzier.

## **ACTIVITY 2: SYLLABUS STATEMENT (10 MIN)**

Take your completed Assignment Audit from Activity 1. Write a 3-part student-facing syllabus statement for that assignment using the structure on screen:

1. Course Purpose
2. Permitted Delegation
3. Prohibited Outsourcing and/or Required DIY (with 'Why' rationale)

Once you are done, share with your neighbour.

# DEBRIEF

1. What was the trickiest sub-task on your assignment to categorize, and how did you resolve it?
2. Did anyone struggle to articulate the 'Why' for a DIY task without relying on policy language?

# RECAP

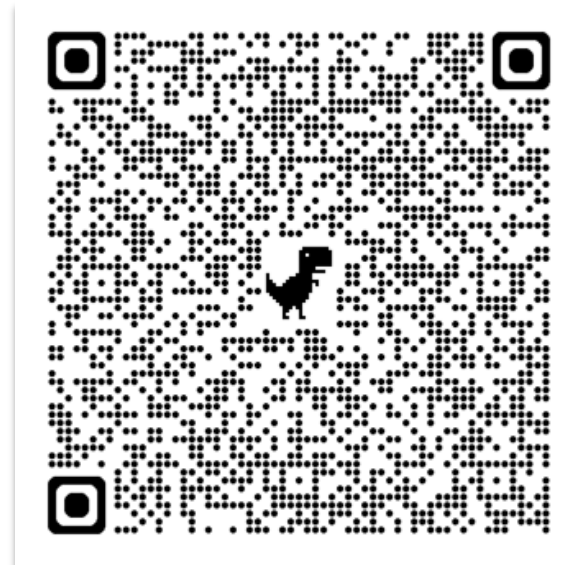
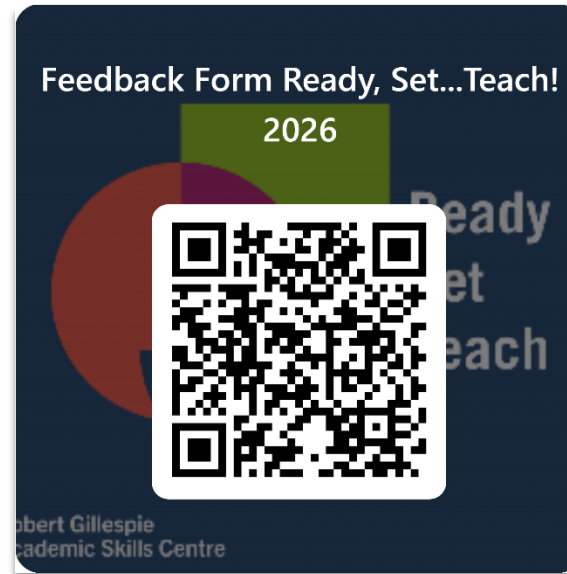
1. Ask the Epistemic Question: Focus on where cognitive struggle lives, not blanket tool permissions.
2. Teach Discernment Explicitly: Label Delegation, Outsourcing, and DIY directly on assignment prompts.
3. Protect Solitary Synthesis: Honor the unmediated human thinking where authentic student voice develops.

# THANK YOU!

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